

**CORPORATE ENTREPRENEURSHIP****ENTP 4350.001****FALL 2016**

<b>Class Meeting</b> Tue 4:00-6:45 PM, JSOM 2.903 <b>Office Hours:</b> Tue/Thurs 1:30 – 3:30 PM Or by appointment	<b>Dr. Rajiv R. Shah</b> SOM 4.204 <b>Email:</b> <a href="mailto:rajiv.shah@utdallas.edu">rajiv.shah@utdallas.edu</a> <b>Phone</b> (UTD office): (972) 883-5904
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**COURSE OBJECTIVES**

This course seeks to equip students with the skills required to develop new ideas and create viable new businesses within the context of an established organization. The course will address the development of an internal culture of innovation, processes for reviewing ideas and for developing business concepts, strategic analysis, and positioning for competitive advantage.

**LEARNING OBJECTIVES**

**Upon successful completion of this course, students will:**

- Develop a basic knowledge of what is corporate entrepreneurship and how entrepreneurship within a corporation is similar to or different from start-up entrepreneurship.
- Be able to assess the degree to which the environment within an established company supports or constrains entrepreneurship.
- Develop an appreciation for how to apply the entrepreneurial process to the operations of a department or a functional area within a large established organization.
- Be able to find creative ways to overcome barriers to entrepreneurship in established companies.
- Gain an appreciation for how to formulate corporate objectives and strategies that support entrepreneurial behavior.

**REQUIRED COURSE MATERIALS:**

**Case + Reading Pack Link:** <https://cb.hbsp.harvard.edu/cbmp/access/51133077>

1. **Robert D. Hisrich and Claudine Kearney, 2012.** Corporate Entrepreneurship. ISBN # 978-0-07176316-5 McGraw Hill. (Available at UTD Bookstore and Off-Campus Books).
2. **Gifford Pinchot and Ron Perlman, 1999.** (pbak) Intrapreneuring in Action. Berrett-Koehler Publishers, ISBN # 10-1-57675-061-2. (Available at UTD Bookstore and Off-Campus Books).
3. **Ricardo Semler, 1995.** (pbak) Maverick: The Success Story Behind the World's Most Unusual Workplace. Warner Books, ISBN # 0-446-67055-3. (Available at UTD Bookstore and Off-Campus Books).

**SELF INTRODUCTION**

Each student should post a Self-Introduction in the Discussion area of eLearning prior to the first class. Guidelines are provided on the eLearning Discussion page. This information will be used to set up my grade book and assist in the formation of groups for the course.

**FORMATION OF TEAMS**

Some of the work in this course will be performed in teams. The class will be divided into small teams of 2-4 members during the first two weeks of the course. Students will have the chance to select their teams up to 4 members, and those without teams will be assigned to teams by the instructor. The projects require a wide range of knowledge including some knowledge of finance and accounting. Therefore, it is important that you select your teams to include a diverse set of skills. The team members will be collectively responsible for completing each of the Team Project assignments, to be submitted by only one team member on behalf of the entire team. The grades earned on Team Projects will be assigned equally to each group member, subject to individual adjustment based on Peer Evaluation (each team member must contribute equally based on their peer evaluation to qualify for the full team grade—as described in the peer evaluation note). A list of the members of each team (with name, email and telephone contact information) should be emailed to the instructor on or before [August 30<sup>th</sup>, 2016](#).

Each student will submit his/her team member peer evaluation form to the instructor on or before **November 29<sup>th</sup>, 2016**.

## LECTURE NOTES

The MS PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<http://eLearning.utdallas.edu>) under course ID ENTP4350.001. You should be able to access eLearning with your UTD UNIX ID and password. Call computer services at (972) 883-2911 if you need assistance.

## COURSE REQUIREMENTS & GRADING

Grades will be based on team and individual work assignments (WA's), case notes, quizzes, exams, team projects, peer evaluation and your contributions to class discussions. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated.

These assignments, their due dates, page limits, and their relative weight in determining your final grade are summarized in the table below:

<i>Component:</i>	<i>Due Date</i>	<i>% Total Grade</i>
<b>1. Team Activity:</b> Case Analysis and Presentation	<b>Various</b>	<b>15 % *</b>
<b>2. Team Activity:</b> Maverick Segment Review & Presentation	<b>Various</b>	<b>15 % *</b>
<b>2. Quiz-1</b>	<b>09/13/16</b>	<b>10 %</b>
<b>3. Quiz-2</b>	<b>11/01/16</b>	<b>10 %</b>
<b>4. Individual Activity:</b> Mid-Term Exam Case	<b>10/04/16</b>	<b>15 %</b>
<b>5. Individual Activity:</b> Final Exam Case	<b>11/29/16</b>	<b>20 %</b>
<b>6. Participation (Includes Attendance)</b>	<b>Throughout the Course</b>	<b>15 %</b>
<b>* Peer evaluations will impact grades on all group assignments</b>	<b>Total</b>	<b>100%</b>

**GRADE SCALE:**      **A = 90% OR GREATER;    B = 80% TO 89%;    C = 70% TO 79%;    D = 60% TO 69%**

**Team Projects** - Team members will be collectively responsible for completing each of the team projects listed in this Syllabus. The grades earned on team projects will be assigned equally to each team member, subject to adjustment based on the Peer Evaluation. More information on Team Projects is provided on the eLearning Discussion page.

**Peer Evaluation** - A peer evaluation process will be utilized to adjust individual grades on all team assignments. The peer evaluation form (Guidelines are provided on the eLearning Discussion page) should be completed individually, sealed in an envelope and turned in with the final written assignment on or before **November 29<sup>th</sup>, 2016**.

**Written Assignments/Team Projects – \*\*For instructions refer to separate attachment with that title\*\***

**Questions/Issues to be addressed in all Cases will be provided on eLearning**

### **Class Participation**

- Fifteen percent (15%) of your grade will be based on attendance and active participation in class discussions and exercises. Attendance and class participation will be tracked. From time to time, it may be necessary to miss a class due to illness or personal matters. Please inform instructor of these absences.
- Each student is expected to have read all assigned materials prior to the start of class and be prepared to discuss the ideas, concepts and issues they raise. If it is determined that students are not prepared for class, pop quizzes may be instituted and factored into the individual's grade as part of class participation.

**Questions will be provided on eLearning for all the cases to be discussed so that students can come prepared for in-class discussion!!**

**Quizzes** - Questions on quizzes will be multiple choice or short answer

**Academic Integrity and Honor Code: Please refer to the Syllabi Addendum, posted separately**

**COURSE OUTLINE**

- Corporate Entrepreneurship: Robert D. Hisrich and Claudine Kearney (CE)
- Intrapreneurship in Action: Gifford Pinchot and Ron Perlman (IIA).
- Maverick: Ricardo Semler (Maverick)

Date	Topic	Readings/Assignments/Deliverables
Session 01a 08/23	Introduction and Overview	N/A Teams formed
Session 01b 08/23	(a) Entrepreneurship and Corporate Entrepreneurship (b) How Innovation Actually Happens (b) The Crucial roles of Innovation	(a) CE: Chapter 1 (b) IIA: Chapters 1, 2 (c) Reading Pack: Readings 1a, 1b
Session 02a 08/30	(a) Behavioral Aspects of Corporate Entrepreneurship (b) How To Succeed As An Intrapreneur	(a) CE: Chapter 2 (b) IIA: Chapter 3 (c) Reading Pack: Reading 2
Session 02b 08/30	Team Activity: Maverick: A: Chapters: 1-7	
Session 03a 09/06	(a) Understanding & Managing the Entrep. Process (b) What An Intrapreneurial Program Looks Like	(a) CE: Chapter 3 (b) IIA: Chapter 4 (c) Reading Pack: Reading 3
Session 03b 09/06	Team Activity: Case-1:	
Session 04a 09/13	(a) Identifying, Evaluating & Selecting the Opportunity (b) Finding A Good Idea	(a) CE: Chapter 4 (b) IIA: Chapter 5 (c) Reading Pack: Reading 4
Session 04b 09/13	Quiz-1	
Session 05a 09/20	(a) Locating the Venture in the Organization (b) Getting Started	(a) CE: Chapter 5 (b) IIA: Chapter 6 (c) Reading Pack: Reading 5
Session 05b 09/20	Team Activity: Case-2:	
Session 06a 09/27	(a) Organizing the Venture (b) Avoiding Typical New Product Mistakes	(a) CE: Chapter 6 (b) IIA: Chapter 7 (c) Reading Pack: Reading 6
Session 06b 09/27	Team Activity: Maverick: B: Chapters: 8-14 Mid-term Exam Case Handed Out	
Session 07a 10/04	Team Activity: Case-3:	
Session 07b 10/04	Video – Stanford Video Series: The Innovation Engine: Tina Seelig Mid-term Exam Case Due	
Session 08a 10/11	(a) Controlling the Venture (b) Intrapreneuring Within A Structured Development Process	(a) CE: Chapter 7 (b) IIA: Chapter 8 (c) Reading Pack: Reading 7
Session 08b 10/11	Team Activity: Maverick: C: Chapters: 15-21	
Session 09a 10/18	(a) The Internal Policies of Venturing (b) Advice for Hands-on Innovators	(a) CE: Chapter 8 (b) IIA: Chapter 9, Appendix: A (c) Reading Pack: Reading 8
Session 09b 10/18	Team Activity: Case-4:	
Session 10a 10/25	(a) Developing the Business Plan (b) An Outline For An Intrapreneurial Business Plan	(a) CE: Chapter 9 (b) IIA: Appendix: B (c) Reading Pack: Reading 9
Session 10b 10/25	Video – The Stanford Video Guide to Financial Statements	

Session 11a 11/01	(a) Selecting, Evaluating, and Compensating Corporate Entrepreneurs (b) What Can You Do As Middle Managers	(a) CE: Chapter 10 (b) IIA: Chapter 10, Appendix: C (c) Reading Pack: Reading 10
Session 11b 11/01	Quiz-2	
Session 12a 11/08	(a) Funding the Venture (b) What Can You In Senior Leadership	(a) CE: Chapter 11 (b) Chapter 11, Appendix: D (c) Reading Pack: Reading 11
Session 12b 11/08	Team Activity: Maverick: D: Chapters: 22-28	
Session 13a 11/15	(a) Implementing Corporate Venturing in Your Organization (b) Diagnosing Your Climate For Innovation	(a) CE: Chapter 12 (b) IIA: Chapter 12, Appendix: E (c) Reading Pack: Reading 12
Session 13b 11/15	Team Activity: Case-5: Final Exam Case Handed-out	
11/21-11/25	Fall Break	
Session 14a 11/29	(a) Improving Your Climate for Innovation (b) The Future of the Intrapreneurial Organization	(a) IIA: Chapter 13 (b) IIA: Chapter 14, Appendix: F (c) Reading Pack: Reading 13
Session 14b 11/29	Team Activity: Maverick: E: Chapters: 29-36	
	Final Exam Case & Peer Evaluations Due	
Session 15ab 12/06	Videos on Corporate Entrepreneurship	

This course schedule is not absolute. While every effort will be made to follow the schedule as listed, changes may be made as needed. It is the student's responsibility to track changes that are announced.

## UNIVERSITY POLICIES

**Off-campus Instruction and Course Activities-**Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

**Student Conduct & Discipline-** The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, the University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity-** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use-** The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free

email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**Withdrawal from Class-** The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures-** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grade Policy-** As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the coursework has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

**Disability Services-** The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688, (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days-** The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, and Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.